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ABSTRACT

This guide discusses the steps to be followed in elementary and secondary curriculum planning and development, outlines the cognitive aspects of the social science disciplines, and presents two sample interdisciplinary units. As a first step, the social studies department should develop a philosophy consistent with the school district philosophy and the decisions relating to the curriculum should enhance these philosophies. Secondly, content areas should be selected which reflect planned course sequences. The third step is choosing concepts and skills, two areas which are critical to the development of an interdisciplinary curriculum. As the fourth step in the process, competencies or concrete expectations that students are to focus upon should be stated. Fifth, teaching strategies which facilitate the learning of the competencies should be developed. The last two steps involve choosing curriculum materials and evaluation. This paper concentrates on steps three through five. The skills suggested as building blocks for the curriculum are outlined. There is a brief discussion on the importance of affective education. The bulk of the document lists cognitive concepts, generalizations, competencies, and teaching strategies for the social science disciplines of anthropology, economics, geography, history, political science, psychology, and sociology. The two sample units are "China: Patterns of Society" for use in grade 10 and "Your State Pennsylvania" for use in grade 4. (Author/RM)

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The Use of Social Studies Concepts in Curriculum Development

SO 012 791

Division of General Education
Bureau of Curriculum Services
Pennsylvania Department of Education
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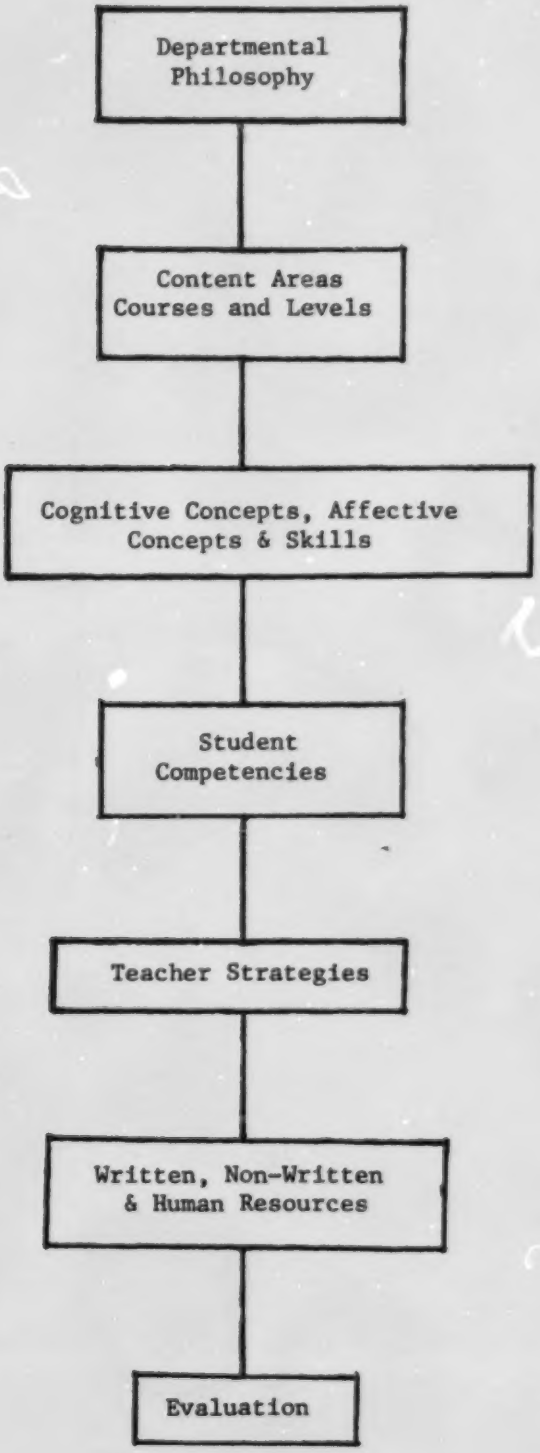
FLOW CHART OF CURRICULUM DEVELOPMENT



INTRODUCTION

The preceding flow chart illustrates steps in curriculum development, consistent with the State Board regulations for a planned course of study. The first box, *philosophy,* indicates that the social studies department should develop a philosophy consistent with the school district philosophy, and the decisions relating to the curriculum should enhance these philosophies. The second box, *content areas,* merely reflects planned course sequences. The third box, *concepts and skills,* is critical to the development of an interdisciplinary curriculum. The cognitive and affective concepts represent the important abstract ideas and attitudes that allow students to apply their aptitudes across space and time, moving from the study of one area to another with increasing meaning. The skills are more specific, but since they are the tools of learning, they too can be developed from the simple to the complex in a developmental sequence. This paper contains both single-word concepts and generalizations. It is recommeded that single-word definitions are the best building blocks since they suggest a more open-ended approach. However, for those who have a limited background in the social studies, there are generalizations that spell out the meaning of many of the concepts.

The fourth box, *competencies,* refers to the concrete expectations that students are to focus upon. A mastery of these competencies should provide the basis for evaluation and lead to an understanding of the more abstract concepts. An evaluation of these latter understandings can be achieved only through essays and observation of behavior.

The fifth box, *strategies,* refers to the environment created by the teacher to facilitate the learning of competencies. This part of the curriculum should be open to constant revision as the staff interacts to the question, "what works and what doesn't?" The development of strategies depends upon the strengths of the staff in each school district. One word of caution: Although the strategies are quite flexible, they must reflect competencies that relate to skills, since these can be developed only through practice.

The sixth box, *resources,* is quite important, but this paper does not provide examples of resources since they are too varied. It should be noted that resources are too often the first thing considered by teachers. It is contention in this paper that resources should be constantly updated and should fit the goals of the curriculum. Again, this procedure will enable a curriculum to remain intact for long periods, yet remain dynamic, since strategies and resources are constantly reviewed.

Evaluation is an important aspect of curriculum development. Within social studies there are a number of ways to evaluate student performance – and evaluation results may reflect needed changes in the curriculum. Regardless of the type of evaluation employed, the items should reflect the competencies. Besides written test questions of both objective and essay types, the social studies can turn to product evaluation, observation and contractual agreements with students.

Since philosophy and resources vary from district to district, this paper does not delve into these areas. Rather, it spells out the major skills and affective concepts that cut across most of the social studies disciplines. It also provides a listing of major cognitive concepts from each discipline. In the development of an interdisciplinary thrust, it is suggested, the first building block sould be these cognitive concepts. Thus, a model is provided from each discipline, with final models that integrate the concepts from each discipline. One of the models also expands the strategies from a simple listing to individual, small-group and classroom activities.

This approach to curriculum building in the social studies is not a final answer, but one alternative to how a systematic, sequential and dynamic curriculum can be developed.

Acknowledgement is made of the valuable suggestions made by Dr. Sam Cameron of Beaver College, Dr. Russell Hill of Research for Better Schools and Dr. Burton Witthuhn of Edinboro State College in developing portions of this paper.

SOCIAL STUDIES SKILLS

The purpose of teaching skills in the social studies is to provide students the tools to develop an understanding of themselves, other people and institutions. It is particularly important to initiate skills in the elementary grades and to reinforce and extend them on the secondary level. The key to a good curriculum is the sequential development of the skills so that all teachers know what has been planned on each level.

The following categories of skills are suggested as building blocks for the curriculum. Some are applied basic language arts skills that are necessary for the development of social studies understandings, while others are specifically related to the social studies.

I. Information Acquiring Skills

- Develop abilities to expand observation while using senses and recounting details.
- Be able to locate information in varied resources and reference books.
- Locate information in the library through the card catelogue and Reader's Guide.

II. Reading Skills

A. Reading for Comprehension

- Develop vocabulary, especially social studies concepts and terms.
- Be able to skim to locate specific information and/or to acquire a general impression.
- Be able to recall facts, draw inferences, reach conclusions, identify cause and effect, predict outcomes, and distinguish fact from opinion.
- Interpret pictures, graphs, charts and cartoons.

Use the SQ4R Method:

Skim or Survey
Change topic headings to *questions*
Read
Recite
Reflect
Review

B. Reading for exploring attitudes and feelings (novels, poems, folklore)

. Be able to relate to imaginative literature on a personal basis.
. Determine relationships of literature to social studies concepts.

III. Organization Skills

. Acquire and use key data to determine what, when, where, why and how.
. Classify data.
. Compare data.
. Analyze information.
. Synthesize information.

IV. Communication Skills

A. Writing Skills

. Write clear sentences with correct spelling and punctuation.
. Develop paragraphs with topical sentences.
. Provide facts to support generalizations.

B. Oral Skills

. Listen with care and recall acurately.
. Speak distinctly.
. Ask questions that elicit meaningful responses.
. Develop techniques to present ideas to a group, participate in a panel discussion, and operate in a small-group discussion.

V. Citizenship Education Skills

A. Political Skills

. Establish criteria for selecting candidates for public office.
. Vote correctly.
. Identify governmental agencies as needed.
. Apply varied techniques to influence government officials.

B. Decision-Making Skills

- Define the problem.
- List alternatives available.
- Establish criteria for acceptable alternatives.
- Evaluate the alternatives in terms of the criteria.
- Make a decision.

C. Interpersonal Skills

- Assume responsibility and work independently.
- Assume a variety of roles with authenticity.
- Work within a small group, assuming roles of supporter, leader, observer, facilitator and writer.
- Resolve differences through compromise, third-party intervention, appeal to laws or regulations, etc.
- Develop ability to influence others by use of authority, information and positive reinforcement.

VI. Geography Skills

- Develop a sense of direction and use a compass.
- Use and interpret symbols and legends.
- Measure distances and times, using scales.
- Identify and compare places on various maps and globes.
- Draw inferences through the use of maps and globes as to climate, environmental and economic conditions.

VII. Time Relationship Skills

- Determine time and compare different categories of time.
- Relate personal experiences to time.
- Place related events in chronological order.
- Use time lines to show the relationship of varied events.

AFFECTIVE EDUCATION AND THE SOCIAL STUDIES

Affective education is concerned with the human growth and development of feelings, attitudes, opinions and values. In this social studies publication, as in all academic endeavors, affective education is directly related to cognitive areas. As children learn about other people in their community and the world and learn to cope with institutions, the affective concerns have an important impact upon their decisions as citizens. However, the attitudes and values that they study about in other people must also relate to them. Thus if learning is to be meaningful, the teacher must try to explore and then move outward to consider similar concerns of other people.

Feelings and Attitudes

Most of the recent educational literature has focused upon values. However, to attempt to develop valuing without concern for feelings and attitudes is to operate on a superficial and unrealistic level. Krathwohl took cognizance of this in his Taxonomy of Educational Objectives when he delineated the areas of "receiving" and "responding."

The social sciences have historically concentrated on cognitive processes. Other areas of the curriculum have been more attuned to the key role of feelings as a casual-factor in the attainment of intellectual expectations; thus the arts and humanities can offer the social studies many opportunities to explore attitudes and feelings. Many children with little verbal ability can express themselves through pictures, music, dancing, etc. Literature can open doors to the feelings of others while making connections with universals of human emotion, thus developing feelings of empathy and diminishing ethnocentrism. The skills section on "Using Imaginative Literature" recognizes the importance of this aspect of education for the social studies. Role-playing and simulation also offer validated mediums for moving from emotion to the expression of attitudes and values.

Valuing

Valuing has to start with an individual. As such it is a free expression of preference by an individual, but the student's judgment should be a rational one after consideration of clearly defined alternatives. Though valuing is individual, values are often ascribed to various institutions, i.e., we attribute the values of love and mercy to Christianity or justice to the court system.

Historically, a major role of education has been to train children in the values of a particular nation, culture, etc. The Americanization of the vast number of immigrants who came to America is an example of this acculturation process. However, the basic tenet of democracy, as well as a major aspect of learning theory, rests on the individual examination and choice of values. As Bernard Miller emphasizes, "When a new generation in a changing world is unable to have a choice in determining values, the values lose vitality".* Not only do values lose their vitality, but indoctrination is limited in its long-range impact and the process is antithetical to the democratic value of respect for the individual.

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*Miller, Bernard. "The Quest for Values in a Changing World." Social Education, February, 1965, p. 70.

Whether one considers affective education in relationship to authorities in development psychology such as Maslow, Erikson or Kohlberg, or turns to learning theory, the need to consider the developmental nature of children is imperative. Too frequently, affective education is interjected into the instructional process on a hit-or-miss basis. If there is to be any impact upon the child, affective concerns must be built into the curriculum in a sequential nature. Affective concepts need constant reinforcement and expansion as children mature.

The social studies curriculum is probably one of the key areas in which such a program can be initiated, since by their very nature the social studies are value-laden.

It is important that valuing be a major goal in the study of human society. However, the choice of values – and the way in which the schools approach valuing – is based on certain value assumptions about our own cultural heritage and include:

1. Respect for the dignity and worth of the individual.

2. Faith in equality of opportunity for all people.

3. Belief in the use of reason and the ability of humans to improve their condition.

4. Importance of rights and responsibilities of citizens within a changeable system of laws.

Within these broad assumptions, the social studies' attention to the valuing process should be connected to cognitive goals and reinforced over the years as children's capacity to consider values matures. This seldom occurs, however, unless specific values and a variety of activities motivate students. The two over-arching values of both the Quality Goals of Education and the social studies are self-concept and concern for others. A strong self-concept is imperative if citizenship roles are to be strengthened. Concern for others is a major goal if children are to expand beyond ego-centrism and ethno-centrism to a rational, humane understanding of their world.

However, these large areas must be specifically narrowed if exercises are to be developed on valuing. The following list of values is presented for consideration in the development of the social studies curriculum:

Self-awareness
* Concern for others: respect for the dignity and worth of every individual
  Freedom - rights as expressed in Bill of Rights & Declaration of Human Rights
* Responsibility

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*NAEP Objectives on Citizenship as noted by Ralph W. Tyler in "Implications of American Democratic Civic Ethics for School," Research for Better Schools, 1977.

* Honesty and truthfulness
* Fairness
* Equality of opportunity
* Justice: setting conflicts in a peaceful, just and orderly fashion
* Caring
* Respect for constituted authority
* Earned rewards
* Golden rule: Do unto others as you would have them do unto you

It is obvious that any consideration of these values is complex, for there is a balance between many of the values as they are applied to life experiences. Freedom and equality, rights and responsibility, justice and compassion are just a few dichotomies that suggest the potential excitement as well as the difficulty of valuing in the social studies classroom.

What are the instructional implications of valuing? A teacher must develop an environment of trust, openness and acceptance of everyone's views. This is one time when there should be no "right" or "wrong." The valuing process tends to improve a child's self-image. A problem sometimes arises when the students wish to know the teacher's value choice. Although there should be no indoctrination, i.e., the forcing of a teacher's view on the students, the teacher should be open and honest in expressing personal value choices and reasons for these choices. Naturally, this must be tempered with reason and a respect for privacy, whether valuing activities concern the students or the teacher.

Many techniques have been suggested, such as role-playing, unfinished drama, simulation, analysis of case studies, and projection of one's values into priorities or visual portrayals. Frequently over-looked is the use of models. The use of community resource people and an examination of literature that reveals is the human condition often profoundly affects the attitudes of students.

Values can be considered in historical context as they relate to groups and institutions. Finally, consequences of tentative decisions concerning values must be considered for both the individual and society.

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*NAEP Objectives on Citizenship as noted by Ralph W. Tyler in Implications of "American Democratic Civic Ethics for School," Research for Better Schools, 1977.

Cognitive Concepts of Anthropology

Cultural Anthropology

- Acculturation
- Cultural complex and universal
- Cultural change
- Diffusion and invention
- Ethnic
- Language
- Life cycles
- Mores and customs
- Ritual and ceremony
- Social organization
- Specialization of labor

Physical Anthropology

- Anatomy
- Evolution
- Natural and social selection
- Race

Archaeology

- Artifacts
- Civilization
- Geological stratification and dating
- Paleolithic
- Prehistoric
- Site
- Tool Kits

Generalizations

1. All people have universal cultural traits such as:

   a. Language
   b. Technology
   c. Social organization
   d. Political organization
   e. Moral and legal sanctions
   f. Religion or philosophy
   g. Creative activities - art, music, dance
   h. Ways of resolving differences
   i. Methods of protection
   j. Leisure activities
   k. Methods of education or enculturation

2. All elements of culture, whether explicit or implicit, are integrated.

3. A change in one aspect of culture influences the total pattern of culture.

4. Cultural change may occur by diffusion, invention and innovation.

5. The manner in which a culture adapts to its environment accounts for unique cultural patterns.

6. Acculturation, or the acceptance of ideas from other cultures, is always selective.

7. Cultural lag occurs when the tangible aspects of society change more rapidly than the intangible aspects.

8. Cultural lag may cause problems of integration of cultural patterns.

9. Symbolization and tool making are significant factors in the development of human characteristics.

10. Genetic capacities influence culture, which in turn influences adaptability to environment; thus there is a continual interaction between biology, culture and environment.

11. Biological similarities are far more significant than biological differences.

12. Cultural differences are far more significant than genetic differences.

13. Races are constantly changing; there is no such thing as a pure race.

14. The worth of each cultural is judged by how well it meets the needs of its people rather than by the judgment of people from different cultures.

15. Personality development is limited by cultural values.

Example

Placement: World Cultures - High School

Concept: Cultural Change

Competencies

1. Explain three ways cultural change occurs; i.e., through inventions, innovations and dissemination.

2. Give an example from their own society of each of the above.

3. Provide a reasonable hypothesis concerning possible change in a society due to diffusion.

4. Define cultural lag and provide examples.

5. State problems that might occur due to cultural change and suggest ways of alleviating difficulties.

6. Clarify their own values concerning change in their society.

Suggested Strategies

Teachers may:

1. Discuss cultural changes students are aware of in their own life.
   List changes and reasons for change.

2. Assign students to discuss with parents or some older person, the changes occurring between the youth of their generation and the youth of today. Follow with discussion.

3. Have students read several ethnographs of different cultures undergoing change and categorize change as influenced by invention, innovation and diffusion.

4. Have students examine problems occurring in the culture as a result of change and discuss possible reasons for problems. Suggest ways problems might be alleviated.

5. Have students list in order of priority those changes in society that they feel would be desirable.

Cognitive Concepts of Economics

Economic Wants/Needs

- Consumption
- Consumers

Productive Resources

- Natural resources
- Human resources
- Capital goods
- Time and Space

Scarcity and Choice

Opportunity Cost and Trade-Offs

Marginalism and Equilibrium

Types of Economic Systems

- Tradition
- Command
- Decentralized (market economy)
- Mixed economies

Economic Incentives

- Individual self-interest
- Profits
- Group pressure

Specialization, Comparative Advantage and Division of Labor

Voluntary Exchange

- Barter
- Money

Interdependence

Government Intervention and Regulation

- Regulations and controls
- Taxing and spending
- Redistribution

Markets, Supply and Demand

The Price Mechanism

Competition and Market Structure

Aggregate Supply and Productive Capacity

Aggregate Demand: Unemployment and Inflation

Monetary Policy and Fiscal Policy

Saving, Investment, and Productivity

International Economics

- International trade
- Tariffs
- Exchange rates
- Multinational corporations
- Economic development

Generalizations

1. The individual plays three roles in economic life: as a worker, as a consumer and as a citizen.

2. The general social-political-economic environment affects the individual's economic opportunities and well-being.

3. An individual's economic choices and behavior may affect the system as a whole.

4. The market system is the basic institutional arrangement through which production and distribution of goods and services is determined in a free economy.

5. Markets differ in the extent to which competition or monopoly prevail.

6. Most market economies are regulated by laws that protect the consumer or the public good.

7. All economic systems must be concerned wtih problems of relative scarcity and of unlimited wants.

8. The economic system of a society reflects the values and objectives of that society.

9. As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater.

10. A command economy regulates the allocation of goods and services through central government and planning.

11. Command economies have not been as subject to fluctuations in the business cycle as free-market economies.

12. Market economies have been more successful in raising standards of living.

13. Real wages, not money wages, are a better indication of how well-off workers are.

14. Productivity is dependent upon efficient work, capital, technology and management.

15. In modern technological societies, service industries tend to grow at a faster rate than production industries.

16. Increased production is dependent upon investment and demand.

17. Technological advances in automation tend to reduce the number of workers necessary in production.

18. In a market economy, prices are the major factor in the allocation of resources and the production of goods and services.

19. The unrestricted accumulation of wealth tends to lead to a reduction of competition within an economic system.

20. Rapidly expanding technology creates problems in manpower training and allocation.

21. Taxes are the major means of diverting incomes from the private to the public sector of the economy.

22. Growing governmental activities (i.e. military) tend to increase governmental control of the economy.

23. The cycle of poverty in underdeveloped nations is characterized by subsistence economies which lack investment funds, education, surplus and demand.

Example

Placement: High School

Concept: Consumers

Competencies

1. Using the quote, "Consumers must always be their own first line of defense" the student will be able to explain the role that education plays as the key to that defense.

2. Demonstrate an understanding of how decisions made by citizens acting as voters at the local, state or national level help to determine regulations that affect the choices of consumers and/or businesses by tracing several recent decisions to show what effects they had.

3. Be able to identify and list laws at the federal, state and local level designed to regulate and/or stimulate business activities.

4. Demonstrate an understanding of the importance of the laws in objective number 3 by describing the effects each law has had on the relationship between government, private business and individual consumers.

5. Be able to explain the protection afforded consumers under laws passed by federal, state and local governments in the areas of consumption and credit.

6. Show that they understand about the protection afforded the consumer by private agencies or organizations by listing them and the services extended.

Suggested Strategies

Teachers may:

1. Have students attempt to trace how recent decisions made by voter-citizens at the local, state or national level have helped to determine regulations that affect the choices of consumers and/or businesses, e.g., election of a major, state representative or national representative who favored strong gun-control legislation.

2. Have students prepare and share in class reports on major laws passed by Congress to regulate or stimulate business activities, e.g., FTC, FCC, FDA, Federal Reserve Act, Flammable Fabrics Act, etc.

3. Assign students to study mass media advertising efforts to determine how advertising helps to develop consumer tastes and preferences. Have them identify problems confronting consumers as they attempt to make wise buying decisions.

4. Have students study the characteristics and buying habits of disadvantaged people to determine why and what kinds of special consumer assistance they need.

5. Have students identify and study state and local consumer laws to determine the kinds of protection afforded consumers at these levels.

6. Have students identify and prepare reports on private agencies or organizations which devote their efforts toward protecting consumers, e.g., Consumers Union, Better Business Bureau, Ralph Nader's group, etc. Note particularly those which are active in the students' own community.

Cognitive Concepts of Geopraphy

Spatial Relationships

- Location
  - Direction
  - Situation
  - Site
  - Earth grids: latitude and longitude
  - Distance: physical, time and cost
- Spatial Distribution (Patterns)
  - Compactness of patterns
  - Efficiency of patterns
  - Spatial distribution and dispersion
- Areal Associations (Similarities and Differences)
  - Dependent variable
  - Independent variable
- Spatial Interaction
  - Networks - transportation, communication, economic, political
  - Nodes and links
  - Population
  - Diffusion - space, time and barriers
- Regions and Regionalization
  - Area
  - Neighborhood
  - Community
  - Boundaries: physical, political, cultural, social

Globalism

- Topography
- Climate
- Habitat
- Rural and urban
- Resources: natural and human
- Energy
- Environment
- Conservation
- Development
- Technology
- Pollution

Generalizations

1. Location of people and economic activities are influenced by both external factors and internal value choices.

2. Environmental conditions place restrictions on cultural choices.

3. Nature and culture are interlocking components of our eco-system.

4. Movement of cultures from subsistent economies and self-sufficient communities toward surplus-oriented interdependent cultures means an increased technology, trade, migration and communication network.

5. The more highly specialized and specifically adapted livelihood forms have limited potential for cultural change. (Nomadic pastoralism and hunting societies are becoming extinct.)

6. Patterns of land use are affected by natural resources, history and values of a society.

7. Climatic zones and topography are significant predictors of environmental conditions.

8. Technological advances that lead to new sources of power may influence location decisions and future environmental problems.

9. Technology provides changes in the environment, both positive and negative.

10. The use of natural resources to better economic conditions often is in conflict with creating dangerous environmental conditions.

11. Regions are defined by set criteria.

12. The key determinant of regional growth is the ability of a region to create a surplus and expand its export base.

13. Communication networks and transportation systems are vital preconditions for spatial interaction.

14. Distances can be measured in miles (or equivalent), and terms of time.

15. Benefits resulting from urban conveniences accrue to the firm which locates in an urban environment.

16. Cities are interrelated with other urban areas.

17. Location of industries depends on the accessibility of materials, markets, transportation and qualified labor.

18. Racial, ethnic and economic segregation has had a pronounced effect on urban-suburban development and population patterns.

Example

Placement: 3rd Grade Social Studies

Concept: Region

Competencies

Identify their neighborhoods
Identify their community
Define a geographic region by use of a topographical map.
Locate their community within a political area.
Locate their community within a geographical region.
Determine the interdependence of people within their community.
Determine the interdependence of people between communities within their region.
Determine the interdependence of people between different regions.

Suggested Strategies

Teachers may:

1. Have students draw a map of their neighborhood and talk about why it is a neighborhood.

2. On a city map, have students locate their neighborhood.

3. Have students survey their neighborhoods to determine the different jobs held by people in their neighborhood. Draw up a chart combining this for the community.

4. Break students into small groups and assign each group to determine geographic features of a region of the United States.

5. Have students list what type of food they eat over a period of three days and make a collage. Have them determine where these foods came from and how they got to their community.

6. Have somebody from the Chamber of Commerce tell students about the major businesses and products of their community. Have students draw rough maps of the United States and the major regions. Indicate by arrows the flow of goods out of and into the community from other regions.

Cognitive Concepts of History

Cause and Effect

- Multiple Causation
- Continuity
- Change
- Challenge and response

Time perspective

- Chronology
- Evolution/revolution

Human Experience

- Institutions
- Symbols
- Tradtions: Oral/Written
- Civilization

Historiography

- Objectivity
- Relativity
- Interpretation

Generalizations

1. Change has been a universal characteristic of all human societies.

2. A knowledge of the past is necessary to understand present and future events.

3. No historical events have resulted from a single cause.

4. Leadership of certain individuals has had a profound influence on the course of history.

5. Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

6. Changes in human society have been gradual through evolution or have been violent through revolution.

7. All revolutions have altered the institutional structure of society.

8. Technological advances have been a major influence in changing power structure.

9. Basic values and beliefs of every society have been reflected in their creative accomplishments.

10. The motivating factors in human achievement have been either ideological or materialistic.

11. Great ideas have affected all civilizations.

12. Human progress has most often occurred under conditions of inter-societal communication.

13. The rise of nationalist movements, in which a people are bound together by ideology, tradition and political boundaries, has altered the course of history.

Example

Placement: Senior High

Concept: Relativity and Objectivity

Competencies

Students will demonstrate an understanding that interpretations of a historical period of events will differ according to:

1. The passage of time
2. The emotional climate
3. The political structure
4. The background of the interpreter
5. Attitudinal change

Suggested Strategies

Teacher may:

1. Have students analyze and compare contemporary primary sources with secondary sources written at a later time period.

2. Have students determine the ways in which Russian history was rewritten following the Communist revolution.

3. Have students read two contrasting accounts of the deaths on the Kent State campus (the Report of the National Guard and Report of the Scranton Commission).

4. Have students read or view several books or films related to war, produced in the 1920s and 1930s. How do the interpretations reflect the period in which they were produced?

5. Have students compare British and American textbook accounts of the War of 1812.

Cognitive Concepts of Political Science

Roles of Government

- Rules & Laws
- Services
- Power
- Authority
- Conflict Resolution
- Interdependence
- Nationalism
- International and regional government

Structure & Function of Government

- City
- Township
- Borough
- State
- Nation
- Bureaucracy
- Executive, Legislative, Judicial
- Constitutional
- Federal
- Democracy
- Parliamentary
- Dictatorship
- Monarchy
- Capitalism
- Socialism
- Fascism
- Communism

Political Process

- Electoral process
- Lobbying
- Propaganda
- Leadership
- Checks & balances
- Revolution
- Evolution
- Referendum
- Recall

Human Rights

- Due Process
- Civil Rights
- Bill of Rights
- Declaration of Human Rights

Generalizations

1. The study of politics and government includes the study of the institution of government and how individuals behave as citizens.

2. Democracy is government in which the decision making is in the hands of the people who make their demands known through voting, political parties and pressure groups.

3. Democracy seeks to protect the rights of individuals and minority groups though its actions are based on majority opinion.

4. Citizenship in a democracy is the exercise of duties, responsibilities and privileges as a reasoned and functional act of political behavior.

5. Political systems exist to make authoritative decisions binding on all citizens.

6. Political decisions are a result of the need to settle problems, many of which are of a continuing nature, e.g., the conflict between majority rule and minority rights, loyalty and dissent.

7. Every society creates laws and imposes sanctions and penalties for violations of the laws.

8. There is a division of responsibility and an interdependence at all levels of government.

9. All nations of the world are becoming more interdependent.

10. Individuals can increase their political power through membership in groups that represent their interests.

11. The values of a society are implicit in the political documents and behavior of a people.

12. Leadership within government is dependent upon the functional structure of that government and the degree to which power is controlled by varied segments of the society.

13. International power is a factor of technological advancement, wealth and size of a nation or agglomeration of nations.

14. Conflict resolution may be achieved through adjudication, arbitration, mediation and compromise.

15. Change in political institutions may occur through evolution or revolution, depending upon the degree of power and the responsiveness of government to change.

16. Modern governments are fequently concerned with economic power.

Example

Placement: High School

Concept: Check and Balances

Competencies

1. Show by a chart the Constitutional checks and balances in the United States government.

2. "Power corrupts and absolute power corrupts absolutely." Students will explain and give examples to prove or disprove this quotation.

3. Given the three branches of government in a communist state (i.e., Soviet Union) students will explain why the branches fail to control each other.

4. Be able to classify a variety of given activities as being under the control of local government, state government, national government or international control. Be able to stustantiate choices.

5. Given a Constitutional problem, students will indicate what procedures each branch of government might take to solve the problem.

6. Identify areas of government operations in which the checks and balances system seems less effective today.

Suggested Strategies

Teachers may:

1. Have students play **Star Power** to realize the abuses of unlimited power.

2. Have students study the U. S. Constitution as it relates to the system of checks and balances. In class they would analyze the system in terms of power granted to and exercised by individuals in the several branches of government.

3. Have the students study and discuss the changes in the interpretation of the Constitution as they relate to the concept of power as it pertains to the several branches.

4. Have the students make a comparative study of the American form of government and that of a communist state (i.e., the Soviet Union) noting especially the powers granted to each branch and the manner in which they are exercised.

5. Have the students study the Constitution to determine what powers are granted to the several levels of government, either by direct assignment or by assumption. They will develop a chart or list of these powers.

6. Assign students the study of the state constitution in a manner similar to strategies number 2 and 4 (above) relative to assignment and operation of powers between the state and local levels of government.

Cognitive Concepts of Psychology

Heredity & Environment

- Genetics
- Senses
- Behavior
- Independent & dependent variables
- Maturation

Emotion & Motivation

- Feelings/attitudes
- Biological drives
- Psychological or personal motives
- Achievement motives
- Frustration/aggression

Learning

- Perception
- Classical conditioning
- Operant conditioning
- Intelligent
- Reasoning: inductive and deductive
- Cognitive development
- Reinforcement
- Memory

Personality & Social Behavior

- Identify
- Defense mechanisms
  - Rationalism
  - Repression
  - Projection
- Theories of personality
- Group dynamics
- Creativity

Mental/Problems

- Normal/deviant behavior
- Therapy
- Psychoanalysis
- Neuroses
- Psychoses

Generalizations

1. Personality is a result of both heredity and environment.
2. When an individual's behavior is reinforced in a positive way the individual may be conditioned to repeat this behavior.
3. Individual growth and development involve a constant process of change.
4. Human behavior is far more dependent upon socialization processes than upon instinct.
5. The long period of dependency of the human species facilitates the learning process.
6. Many human wants are not related to survival but to other culturally induced desires.
7. Human perception is limited and selective and based on a person's view of self and society.
8. Personal experiences, both with individuals and groups, influence an individual's self-image.
9. Motivation is influenced by the intensity of what people want or desire.
10. When people experience frustration, they may exhibit behavior such as agression, withdrawal, projection, repression, fantasizing, rationalization, and compensation.
11. Habits allow humans to reduce decision-making processes to a manageable level.
12. Personal insecurity or a weak self-image often results in prejudice and discrimination.
13. Cognitive learning is based on varied levels of society.
14. A psychologically healthy person is concerned with satisfactory social, emotional and creative fulfillment as well as biological fulfillment.
15. Intelligence is a function of the brain one is born with, maturation and how experience modifies behavior.

Example

Placement: Middle School

Concept: Emotion

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Competencies

1. Students will demonstrate an understanding that emotions are often expressed through nonverbal means.

2. Students will be able to identify varied types of emotions that might take place under differing conditions.

3. Students will demonstrate an understanding that expressions of emotion are natural and desirable.

4. Students will determine the need to control emotions in varying situations.

5. Students will develop an understanding that other people will react to them as a result of how they act or the emotions they convey.

6. Students will indicate an awareness that frustration can lead to a variety of behavior patterns including fantasizing, rationalization and projection.

Suggested Strategies

1. Placed in differing situations, students will role-play their emotional reactions without carrying on a conversation.

2. Provided with varied emotions, students will be asked to paint, sculpture or otherwise display how they would portray the emotion without words.

3. The teacher will discuss and assist students in categorizing emotions -- both positive and negative.

4. Given an unfinished sotry involving emotions, ask students to complete it.

5. Pair students off and have one student act in a specified way; have the other student explain personal reactions.

6. Present a value clarification exercise on student attitudes toward others showing specific types of emotions.

7. Hold small group discussions of the benefits and harm of showing emotions, based on value clarification exercise.

8. Read selection on how people react to frustration and discuss personal oberservations of this.

Cognitive Concepts of Sociology

- Social Institutions
  - Family
    - Kinship patterns
    - Nuclear/extended families
  - Education
    - Formal
    - Informal
  - Religion
    - Beliefs
    - Practices
  - Economic Organization (see Economics)
  - Government (see Political Science)
- Socialization
  - Folkways/mores
  - Norms/values
  - Sanctions
  - Roles
  - Language
  - Collective behavior
- Social Stratification
  - Groups
  - Status: ascribed/achieved
  - Class
  - Ethnicity
  - Segregation
  - Social mobility
- Social Change
  - Social Progresses
    - Cooperation
    - Competition
    - Conflict
    - Assimilation
    - Accommodation
  - Social Problems
    - Cultural lag
    - Deviance

Generalizations

1. Norms define the boundaries of social interaction.
2. Differentiation of social roles is based on sex, age, kinship and occupation.
3. Complex technological societies tend toward greater stratification.
4. Social interaction involves cooperation, conflict, assimilation or accommodation.
5. Each society develops institutions to aid the socialization of its members.
6. Socialization is the process by which the individual becomes a functioning member of society.
7. Human survival depends on living in groups.
8. The quality of human existence is dependent on the degree of intergroup cooperation.
9. Groups maintain an internal solidarity and stability of membership by attitudes of exclusiveness.
10. Patterns reflect the degree of social mobility and stratification in a given locality.
11. Social problems arise from a lack of integration within a society.
12. Ecological processes have resulted in continuously changing patterns of population distribution.
13. Collective behavior (frequently) permits individual deviation from societal norms.
14. Groups exercise social control over the activities of their members through a system of folkways and mores.
15. Recidivism is a result of the failure of correctional measure to rehabilitate offenders.

Example

Placement: Senior High

Concept: Social Role

Competencies

1. Students will be able to define and illustrate the following: social role, role change and role conflict.

2. Students will list all the roles which they assume in the course of one week.

3. Students will classify these roles according to the following categories: ascribed or achieved.

4. Students will identify the required roles expexted of people in specific social positions in our society.

5. From research on other cultures, students will compare role expectations based on sex and age in different societies.

6. Students will be able to recognize examples of and reasons for role conflict in their own lives.

7. From readings, students will give examples of role alteration caused by changes in society.

Suggested Strategies

Teachers may use:

1. Simulation Games

   Have students play a simulation game such as Ghetto in which they assume the roles of the individuals described in profiles selected; or Generation Gap which will illustrate role conflict in family interaction.

2. Research

   Have each student select a sex, age or occupational role to research in primary source collections dealing with the social history of America and present class report on this work.

3. Case Studies

   Have students read sociological studies of other cultures and list the variations in the sex and age roles in these societies. Panel discussion on comparison with contemporary American role expectations.

4. Films/Filmstrips

   Show films such as the series "The Many Americans" dealing with life styles of children and from minority groups–Puerto Rican, Afro-American, Chicano, Oriental–to determine the effect of minority group membership on role expectations.

DEVELOPMENT OF AN INTERDISCIPLINARY UNIT

INTERDISCIPLINARY MODEL #1

The following sample units were adapted from the Bethel Park School District and the Bethlehem School District. Both demonstrate the curriculum development process of integrating concepts from a variety of disciplines, skills and affective concepts into interdisciplinary units. Also, the strategies are further expanded from broad activities to class, small-group and individual activities. This approach is consistent with a philosophy that encourages varied methods of instruction and supports the contention that it is important for students to learn by a variety of processes.

China: Patterns of Society

(Adapted from Bethlehem School District)

Placement: 10th Grade World Cultures

CONCEPTS

Anthropology:	Cultural Change
Sociology:	Social Institution; family, roles, classes
History:	Tradition, continuity, ideology
Economics:	Security
Political Science:	Communism, woman's rights
Psychology:	Learned behavior, inborn behavior
Affective:	Objectivity, Empathy

SKILLS

1. Drawing inferences on cause and effect
2. Distinguishing fact from opinion
3. Classification
4. Role-playing
5. Presenting ideas to a group

COMPETENCIES

1. Students will show their understanding of the prime importance of the family in traditional China by developing this concept in a brief essay, by selecting descriptive statements in a multiple choice exercise, or by illustrating it in a dramatic skit.

2. Students will be able to identify the changes which have been encourages since the Communist takeover.

3. The class structure which existed in Old China shall be compared with present China.

STRATEGIES

CLASS

1. Using Chapter 8 in the text as the guide, describe the family system of China and note distinguishing characteristics.

2. From **China, Selected Readings,** Kublin, Houghton-Mifflin, read "The Family Web" on pps. 83-88 or assign individual students to read the article on audio-tape recorder for use by other students.

    (a) Students might write their reactions to the implications of the article for discussion in class.

3. Class can read "Traditional Family Ethic" from Praeger, **Through Chinese Eyes,** pp. 58-63.

    (a) Discuss the importance of the story.
    (b) As a class exercise, hand out from the **Scholastic World Cultures Laboratory,** pp. 11 & 12, "Families and Names" and "The Traditional Families."

4. Together, the class should attempt to list reasons why reformers, throughout modern China, would attempt to get rid of the strong family bond. Be sure to include:

    (a) Family solidarity gave economic and social security.
    (b) Helped to weaken state.

5. Read the "Pauper's Co-Op" from **Through Chinese Eyes,** Vol. I, Praeger, pp. 50-57. This will explain the cooperative movement in China.

    (a) Might also share with class "Commune System," in **China, Selected Readings,** Kublin, Houghton-Mifflin, pp. 201-206.

6. Read "Meng Hsiang-Ying Stands Up," from **Through Chinese Eyes,** Vol. 1, Praeger, pp. 72-78. Prepare worksheet to accompany reading.

SMALL GROUP

1. Write and stage a Chinese "All in the Family" TV episode bringing out one or more of the following, as they existed in Old China (perhaps videotape this):

    (a) Filial piety

    (b) The role of women

    (c) Ancestor worship

    (d) The role of Confucianism

    (e) The relationship between boy and girl

    (f) The attitude of the family toward visitors

2. Role-play a "Man on the Street" interview where each of the following classes is represented:

    (a) Scholar-gentry

    (b) Merchants

    (c) Peasants

3. Divide the class into three groups. Each group is to read the entire section from **Through Chinese Eyes**, Vol. I Praeger, Maoist Ethics, pp. 64-71. Each group is to prepare to teach the "Lesson" of one of the articles. As the groups listen to and teach about the articles, keep in mind the following questions:

    (a) To what degree does every society demand certain sacrifices of individual freedom? List examples.

    (b) Are people selfish by nature? Can human nature be changed?

4. Debate: Resolved that human nature is inborn (or learned).

5. Divide the class into small groups. Each group, using the reading on "Meng" as a guide, should create a list which dictates how the traditional Chinese woman should behave.

INDIVIDUAL

1. Report on family life in Old China as described in:

    (a) **The Family** by Pa Chin

    (b) **Dream of the Red Chamber** by Tsao Hsueh-Chin

2. Do a report on "The Five Cardinal Relations" set down by Mencius. Can these relations apply to life in the United States today? Give examples. Lead class discussion based on report.

3. Compare American and Chinese families, old and new. Include the concept of "joint family" marriage columns. Draw up comparison in columns. Note sources for information.

4. Prepare a collage comparing the old social system of China with the new.

5. Prepare a scrapbook of original drawings that show the change in the role of peasants and women since the Communist takeover, similar to "You've Come A Long Way, Baby." (Pennsylvania Department of Education)

INTERDISCIPLINARY MODEL #2

Your State Pennsylvania

(Aadapted from Bethel Park School District)

Placement: 4th Grade Social Studies

CONCEPTS

Geography:	Spatial Relationships Natural Resources Population
Political Science:	Federal System Separation of Powers
History:	Cause and Effect Chronology Cultural Development
Economics:	Interdependence Economic Distribution
Anthropology:	Adaptation
Sociology:	Social Problems Social Interaction

SKILLS

1. Locate information in varied resources and reference books.

2. Be able to draw inferences, reach conclusions, identify cause and effect and predict outcomes.

3. Acquire and use key data to determine what, when, why and how.

4. Show the relationship of varied events.

5. Through the use of maps draw inferences about climate, environmental and economic conditions.

6. Identify locations on maps.

7. Place related events in chronological order.

COMPETENCIES

The student will:

1. List and locate the major land form regions on an outline map of Pennsylvania.

2. Locate Pennsylvania on a map of the United States and name the states which border it.

3. Identify two problems concerning the natural environment of Pennsylvania and its industries.

4. Describe the three types of population centers found in Pennsylvania and locate an example of each on a map of the state.

5. Identify the three branches of state government and explain the function of each.

6. Identify and define a social problem which has occurred in Pennsylvania as the result of change.

7. Locate the various Indian tribes in Pennsylvania and describe their life-styles in terms of food, shelter and activities.

8. Describe the main steps in the development of Pennsylvania from an Indian land to a state.

9. Describe one contribution each group of early settlers made to modern Pennsylvania.

10. Present information based on research about one important citizen of Pennsylvania.

STRATEGIES

1. Have students make a bulletin board display of the three branches of state government.

2. Have students write to students in other states and describe the land forms, products and resources of Pennsylvania.

3. Have students make a display of social and/or environmental problems in Pennsylvania.

4. Have students make a chart of the Indians of Pennsylvania including:

   Homes Food Activities Religion

5. Students conduct research and make individual reports on important persons, groups or events in Pennsylvania history.

6. Students will work in groups to research and compile reports on the various ethnic groups who settled in Pennsylvania.

7. Have students work with school dietitian to plan menus that include various ethnic foods (Pennsylvania Dutch, Welsh, Jewish, Irish, Eastern European and others).

8. Using a bulletin board map, have students fill in areas of Pennsylvania settled by nationality groups and show approximate time of settlement.

9. Have students make a list of how people use an important natural resource of Pennsylvania, i.e., water, soil, trees, etc.

10. Have students label the states bordering Pennsylvania and its natural boundaries on and outline map.